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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Kevin J. King  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Wrightstown Elementary School  
(As it should appear in the official records)

School Mailing Address 729 Penns Park Road  
(If address is P.O. Box, also include street address)

Wrightstown PA 18940-9661  
City State Zip Code+4 (9 digits total)

Tel. ( 215 ) 968-7090 Fax ( 215 ) 598-0855

Website/URL www.crsd.org E-mail Kking@crsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Timothy Kirby  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Council Rock School District Tel. ( 215 ) 944-1000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Susan Vicedomini  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |    |   |
|----|---|
| 10 | Elementary schools  |
| 3  | Middle schools  |
| 0  | Junior high schools   |
| 2  | High schools  |
| 1  | Other (Briefly explain)<br>(Alternative High School-students at risk) |
| 16 | TOTAL   |

2. District Per Pupil Expenditure: \_\_\_\_\_ \$11,452.47 \_\_\_\_\_
- Average State Per Pupil Expenditure: \_\_\_\_\_ \$ 9,171.44 \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.
- \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	17	16	<b>33</b>		<b>7</b>			
<b>1</b>	30	16	<b>46</b>		<b>8</b>			
<b>2</b>	21	23	<b>44</b>		<b>9</b>			
<b>3</b>	32	33	<b>65</b>		<b>10</b>			
<b>4</b>	38	34	<b>72</b>		<b>11</b>			
<b>5</b>	35	18	<b>53</b>		<b>12</b>			
<b>6</b>	21	30	<b>51</b>		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					<b>364</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 97                | % White                          |
| 1                 | % Black or African American      |
| 0                 | % Hispanic or Latino             |
| 2                 | % Asian/Pacific Islander         |
| 0                 | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 2.76%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	362
(5)	Subtotal in row (3) divided by total in row (4)	.0276
(6)	Amount in row (5) multiplied by 100	2.76

8. Limited English Proficient students in the school: 2.7%  
10 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages:

Russian, Afrikaans & Polish

9. Students eligible for free/reduced-priced meals: 1.37%  
5 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14%  
51 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>  1  </u> Autism	<u>  0  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u>  2  </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 31 </u> Specific Learning Disability
<u>  0  </u> Hearing Impairment	<u> 17 </u> Speech or Language Impairment
<u>  0  </u> Mental Retardation	<u>  0  </u> Traumatic Brain Injury
<u>  0  </u> Multiple Disabilities	<u>  0  </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  1  </u>	<u>      </u>
Classroom teachers	<u> 15 </u>	<u>  1 </u>
Special resource teachers/specialists	<u>  7 </u>	<u> 16 </u>
Paraprofessionals	<u>  3 </u>	<u>  1 </u>
Support staff	<u>  4 </u>	<u>  9 </u>
Total number	<u> 30 </u>	<u> 27 </u>

12. Average school student-“classroom teacher” ratio:  24:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.26	96.53	96.45	96.40	96.51
Daily teacher attendance	91.90	94.20	94.10	94.70	93.50
Teacher turnover rate	0	4.50	4.50	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

## **PART III - SUMMARY**

The camera creating a snapshot of Wrightstown Elementary School first takes a very wide view. Located an hour and a half from New York's Broadway and an hour from Philadelphia's Museum of Art, Wrightstown takes advantage of cultural and historical resources. Our students have walked the path George Washington took before he crossed the Delaware, and they have stood where William Penn built his first home in the New World.

Next the camera focuses on the region. Council Rock School District is a suburban district with ten elementary schools, three middle schools, and two high schools. A cluster of small towns entice parents who seek excellence in education and space to grow. Many outstanding institutions of higher learning surround us.

Again the camera narrows its focus, this time to Wrightstown Township, a community of farms and small housing developments. Wrightstown Township rests on land that belonged to colonial farmers. Before that it was part of the Walking Purchase and before that it could have been the site of a Lenape village. The area hosted five one-room school houses before the current building was completed in 1958. Our school sits in the shadow of one of those buildings.

The camera reduces its view to Wrightstown School. Sitting on fifteen acres, the school provides space for 375 students and 55 staff members. Baseball and soccer fields entice athletes during and after school. A mosaic mural depicting Lenape life dominates one outside wall. The school sign reminds passersby we were awarded a National Blue Ribbon in 1998-1999.

As we enter the building, we see the character education bulletin board, stressing respect and cooperation. Students bustle to trumpet lessons or Student Council meetings or cross-age tutoring sessions. Parent volunteers listen to first graders read while fourth graders create pie charts in the computer lab and sixth graders climb the rock wall in the gym. The librarian instructs students on the use of almanacs, and the art teacher supervises children as they make pharaoh masks. Learning support teachers and classroom teachers work together to help fifth graders investigate concentrations of various solutions. In the Instructional Support Classroom, a homework club reviews good study skills, and in the gifted classroom second graders are making a volcano erupt. Older children practice for the school musical, and younger students consolidate donations to be forwarded to local charities. All the students welcome the DARE officer as he walks down the hall. All the while the principal is meeting and greeting students and teachers as they go about their busy day. He is quietly preparing to discuss the school's high scores on the Pennsylvania System of School Assessment at tonight's PTO meeting. The school is safe and secure; and best of all, everyone knows everyone.

Last the camera hones in on one child, maybe a wide-eyed kindergartener who has just printed his first words in his personal journal. Perhaps that child is a shy second grader who has composed her first song. Possibly the camera sees a confident sixth grader demonstrate how an abacus works. All children are important, and we try to make sure no child is left behind. We fervently believe in our mission statement, that Wrightstown is committed to helping every child meet his/her academic, social and emotional potential. Like our school mascot, the raven, we are small but mighty!

## **Part IV – INDICATORS OF ACADEMIC SUCCESS**

### **Question 1**

The test results included in Tables A and B reflect Wrightstown Elementary School's achievement on the Pennsylvania System of School Assessment (referred to as PSSA throughout) from 1998-99 through 2002-03. The PSSA, administered to all students in the spring of their fifth grade year, is a state generated test designed to identify how well district students are performing in reading and math standards identified by the Pennsylvania Department of Education.

PSSA results include individual student reports and a school summary report. Individual student math and reading results reflect achievement that falls into one of four identified categories: ADVANCED (top), PROFICIENT (high middle), BASIC (low middle) and BELOW BASIC (bottom). Students are said to “meet the standards” if they score in the ADVANCED or PROFICIENT categories. Results clearly identify each student’s proficiency level and his/her specific strengths and weaknesses in math and reading. Parents receive individual student reports accompanied by a letter from the district assistant superintendent and/or building principal. Results are also reviewed by grade five and six teachers. The building summary report provides building results in a scaled score format. The report identifies the percentage of students who scored within each of the four proficiency categories. The summary report is shared with parents to help them better understand academic expectations, strengths and needs of our students, and the many positive results of our team effort.

Tables A and B clearly reflect Wrightstown’s consistently high scaled scores for reading and math. The scaled scores, on average, are considerably higher than state averages. A score range of fifty points is said to be statistically significant. The four categories reflect a very high number of students who scored PROFICIENT or ADVANCED. The results also reflect an increasing number of students who have met the standards over the five year period. For example, in 1998-1999 82 % of the students scored ADVANCED and PROFICIENT in math. This percentage steadily increases until 100% of our students met the standards according to the 2002-03 PSSA results. These results reflect full participation by all identified (IEP) and English Language Learner (ELL) students. The 2002-2003 98% participation reflects one student who was not tested due to an extended absence.

In addition to the PSSA, Wrightstown Elementary incorporates many other diagnostic tools. All students K-6 are assessed via a district generated reading/writing assessment in the fall and spring of each year. K-6 students utilize writing portfolios which reflect daily writing effort, process and progress. The Developmental Reading Assessment (DRA) is administered to all students in grades 1-2 periodically during the year. Some students in grades 3-6 are administered the Qualitative Reading Inventory (QRI) at the beginning and end of each year. Math performance tasks and unit tests are utilized to establish a math profile. All data is compiled and communicated to parents on a standards-based report card four times a year.

The focus on data driven decision-making at Wrightstown Elementary School supports our belief statements to “provide instruction based on students’ needs” and to provide “learning experiences and activities that are varied, meaningful, engaging, and developmentally appropriate”. We are proud of and celebrate our successes.

## **Question 2**

We use a variety of assessments to determine how each student acquires literacy skills. These include teacher observations, checklists, district assessments, guided reading, Developmental Reading Assessment, teacher/student conferencing, and monitoring of student book selections for independent reading. The Developmental Reading Assessment for primary grades, and the Qualitative Reading Inventory for intermediate grades, provide on-going data to monitor reading progress. Reading data pinpoints strengths and needs. Targeted reading goals, discussed at teacher/student reading conferences, provide a direction for improving reading performance.

As a part of a building goal, writing has been unified throughout the grades by using a common "writer's language." The PSSA rubric assesses the student's writing progress in focus, content, organization, conventions and style. Writing samples are assessed on an on-going basis to provide a direction for improving writing performance.

Math is assessed through the use of curriculum based tests, Problem of the Day and TERC hands-on materials. Individual student performance as well as school performance is reviewed periodically to gain a better understanding of how students think mathematically. How and why the students determine answers becomes key to understanding their mathematical thinking.

Assessment data provides a direction for improvement in instruction and ultimately in school performance.

### **Question 3**

Wrightstown has always prided itself in having a system of proactive communication regarding school performance to parents, students, and the community. Requiring the use of student planners and parent signatures on a daily basis in grades one through six becomes a system of communication for students, teachers and parents. Frequent parent conferences (either in person or via phone) establish a strong connection between home and school. Our parents and students receive the PSSA results for grades three and five and the Elementary Performance Assessment results for grade six. PSSA workshops, sponsored by teachers and the principal, provide parents with a clearer understanding of the Pennsylvania standards and how the PSSA assessment results reflect their student's current performance.

Student writing samples are sent home quarterly for parent review and comment. Norm-referenced, criterion referenced and curriculum based tests also provide parents with current student assessment data.

Additionally, Wrightstown communicates school performance through our website, CR district website, PTO meetings, Back to School Night, principal newsletters, our Totem Pole school newspaper, local newspapers, school board meetings, American Education Week, and teacher, principal and district workshops. The new standards-based primary developmental report cards and the currently piloted standards-based intermediate report cards reflect current student performance assessments and expected learning goals.

Wrightstown has an open door invitation to all parents and community members. Communication to all stakeholders allows for self-reflection in the use of best practices and ultimately leads to continuous improvement in student learning.

### **Question 4**

Wrightstown Elementary School will share its successes with other schools through monthly principal meetings, school district workshops, county workshops, monthly curriculum meetings, community news and the Internet. We have and will continue to host "see it in action" visits from local educators and community members. Council Rock principals meet to share new ideas and successful programs being implemented in their schools.

District workshops provide a forum for successful methodologies, and Wrightstown teachers are often presenters. County-wide workshops encourage teachers to exchange ideas, especially pertaining to special education and gifted programs. Monthly curriculum meetings are held in the school district, and participating teachers bring back and impart information. The CREA *Communicator*, a teachers' newspaper, shares the school's successes with other teachers. It is also a forum for individual teachers to share their successful learning ideas with their colleagues. Community news is shared in the local newspapers (the *Advance*, *Intelligencer*, *Bucks County Courier Times* and *Philadelphia Inquirer*). Wrightstown also notifies local television stations regarding its successes.

The Wrightstown Web page offers the quickest route to information about the school. The web page posts the school's mission statement, PSSA results, monthly calendar, and many other wonderful educational events that take place at the school. Finally, we hope to share our success through educational publications.



## **PART V – CURRICULUM AND INSTRUCTION**

### **Question 1**

Wrightstown embraces a standards-based curriculum which prepares students to become independent, lifelong learners. Our curriculum incorporates high academic standards, with an emphasis on higher order thinking, established by our school district. In turn, these standards are based on Pennsylvania State Standards. Wrightstown teachers integrate new curriculum ideas based on current educational research, and meld these new ideas with proven and successful best practices. Differentiation is fostered and incorporated into all academic areas. Our spiral curriculum assures success and allows for developmentally appropriate practices, introducing concepts in the early grades and building upon them as the years continue. Certified instructors in library, art, physical education and music work with classroom teachers to reinforce and enrich content areas.

[Math and Reading portions will be addressed in questions 2 and 3.]

Improving writing has been an ongoing building goal for Wrightstown. The writing process begins in kindergarten and expands through the grades. A common language for the elements of writing and rubric scoring has been emphasized throughout the grade levels and across the curriculum, thereby supporting the Pennsylvania academic standards. Each student has his/her own writing folder containing key concepts and principle components of writing. Writing assignments incorporate a wide range of genres and reflect students' original work. Peer and teacher conferencing, along with diligent record keeping, demand student reflection and accountability. This workshop model fosters student responsibility and ownership in a process-oriented writing approach. Published pieces are cause for reflection and celebration.

Our science curriculum is an inquiry based model stressing "hands on" learning which motivates students and stimulates curiosity. Daily investigations and student discovery of basic concepts are key, as are collaboration and planning. Students investigate, experiment, gather data, organize results, and draw conclusions on topics such as centipede survival, fossil formation, seed to seed in six weeks, and electrical circuits.

Social studies focuses on teacher-developed, essential learner questions for each grade level. To help children broaden their sense of place, our program gives students insights and helps them make connections to the real world. The course is designed to investigate geography, economics, government, history and current events. Highlights include our state fair, a visit from an Inuit, a visit to a local octagonal schoolhouse, a student-developed economics unit, and a re-creation of Lenni Lenape life. As often as possible we delve into our region's vast historical and cultural resources.

Technology is an integral part of our curriculum. Student understanding of how skills are utilized to solve problems and complete learning tasks is both fostered and desired.

The art program at Wrightstown Elementary School focuses on the production of art as well as the study of art history, aesthetics, and criticism. Students study monuments in architecture, sculpture, and painting as a means of enriching their cultural and artistic awareness.

Wrightstown's Second Step and Life Skills programs reinforce citizenship, decision making and communication skills. Students are expected to apply these skills to daily interaction.

A solid curriculum and a dedicated staff result in well rounded, engaged students.

### **Question 2**

We believe reading is the cornerstone of all learning. Every student participates in at least 90 minutes of reading instruction every day and reads at home every night. Consistently, students read and are read to in many genres across and beyond the curriculum. A research-based reading workshop

approach used at every grade level balances reading, writing, listening and speaking. This curricular structure includes guided reading, shared reading, and independent reading. We begin our guided reading with various assessments to develop a student reading profile. Then instruction is provided at each child's level with developmentally appropriate literature. Explicit teaching and modeling of skills instruct students to use word recognition and comprehension strategies independently. Shared reading builds background, sparks interest, establishes connections, and extends vocabulary. Independent reading allows students to investigate topics of interest while practicing skills and applying strategies. Independent reading also fosters responsibility and ownership.

Small groups are engaged in teacher directed guided reading. Others work independently. All are simultaneously engaged in literacy. Literature circles provide an opportunity to extend their connection with text and one another. We realize there is "no one size fits all" model of reading instruction. We strive to help each child develop his/her potential, recognizing the contribution that every child brings to the reading community.

### **Question 3**

Wrightstown's mission statement maintains that we are committed to helping every child meet his/her academic, social and emotional potential. The study of mathematics is vital to achieving this mission. Teachers dedicate at least one hour daily to mathematics. They maintain a strong pacing schedule; and tests, including performance tasks, are administered. Students keep math journals, showing thought processes and organization, with Problem of the Day activities. Technology, including computers, websites, and calculators, supports instruction, as does as a wide range of manipulatives. Technical Education Research Center (TERC) Investigations provide additional resources to reinforce concepts. The library houses literature-based math books. Two part-time elementary math specialists provide enrichment to students in grades four through six. Twice a week these specialists also keep struggling students current by pre-teaching or reviewing concepts. Intermediate grade students participate in Math Olympiads and Pennsylvania Math League. Many tutors (adults, high schoolers, cross-age tutors, and college practicum students) assist all grades. The gifted program bridges math to other studies, and learning support teachers provide instruction through both a resource room and an inclusion program. Additional before-school instruction (test-taking skills, concept reviews) is provided. Finally, math is not taught in isolation; Wrightstown weaves all subjects together to create a fine tapestry of integrated concepts.

### **Question 4**

Wrightstown has high expectations for all learners. Students meet these high expectations because clear learning targets are presented and differentiated instruction is delivered, within a nurturing, interdependent environment. We use rubrics, exemplars and models to establish clear learning targets. Differentiation includes mini lessons, guided instruction, leveled materials, meaningful application, peer/teacher conferences, literature circles, questioning, personal connections, and response journals. Community is built through cooperative groups, collaboration, reflection, and celebration. For example, after thoroughly investigating sound, third grade students created their own musical instruments and performed before their peers. Another example is our fourth grade state fair. History and geography come alive one evening when each child takes on the persona of a famous individual from his/her state.

Students are heterogeneously grouped, providing teacher and peer models. Student needs are met with varied grouping options (one-on-one, small, flexible, and whole group) where they are able to work at optimal instructional level throughout the school day.

Connections between curriculum and real world applications are consistently presented. Teachers work to accommodate multiple intelligences and cognitive styles. We see ourselves as facilitators, guiding students to apply knowledge and problem solving strategies to everyday life. Our process

approach yields children who are resourceful and independent problem solvers, prepared to take on the challenges of an ever-changing world.

### Question 5

We realize a positive correlation exists between teacher excellence and student achievement. The district devotes at least 9 days to staff development. Many Wrightstown teachers either plan those days or provide the actual training. New teachers participate in a three-year induction program, including mentoring. Our Pursuit of School Excellence Team developed a five-year building improvement plan. We devote summer days to organizing building goals/assessment, providing the impetus for professional growth. Wrightstown teachers initiated personal goal setting, portfolio development, and building improvement planning prior to district-mandated models. For the past several years every member of our staff has received a professional book to read and discuss. Our faculty participates in teacher research, working collaboratively with colleagues, peer observations, videotape analysis, writing for publication, technology workshops, and creating partnerships with local universities. Teachers attend workshops at county, state, and national levels. A professional library has been amassed through the combined efforts of the librarian and our staff. Current educational journals and pertinent articles are continuously circulated and shared. We piloted a new science curriculum and new primary report cards. Currently we are piloting a social studies curriculum, a spelling program, and a new intermediate report card.

We build community, broaden professional development, and bridge our learning to classroom practice. In turn, students benefit from a wide array of instructional strategies that reflect the most current research and practices. As a result, we apply and often tailor what we learn to optimize student learning.

### Pennsylvania System of School Assessment (PSSA)

#### Grade 5 Math

**Table A**

Year Month	1998-99 March	1999-00 April	2000-01 April	2001-02 April	2002-03 April
<b>SCHOOL SCORES</b>					
SCALED SCORES	1480	1480	1450	1480	1620
% At or Above Advanced	47	65	48	47	90
% At or Above Proficient	82	81	84	92	100
% At or Above Basic	100	93	97	100	100
% At or Above Below Basic	100	100	100	100	100
Number of students tested	39	57	64	60	49
% of total students tested	100	100	100	100	98
Number of students excluded	0	0	0	0	1
% of students excluded	0	0	0	0	2
<b>STATE SCORES</b>					
SCALED SCORES	1300	1310	1310	1320	1340
% At or Above Advanced	22	27	23	26	28
% At or Above Proficient	49	52	53	53	56
% At or Above Basic	77	78	78	75	78
% At or Above Below Basic	100	100	100	100	100

**Pennsylvania System of School Assessment (PSSA)**

**Grade 5 Reading**

**Table B**

Year Month	1998-99 March	1999-00 April	2000-01 April	2001-02 April	2002-03 April
<b>SCHOOL SCORES</b>					
SCALED SCORES	1390	1440	1420	1450	1650
% At or Above Advanced	42	51	33	32	85
% At or Above Proficient	63	74	83	87	98
% At or Above Basic	87	90	98	100	100
% At or Above Below Basic	100	100	100	100	100
Number of students tested	39	57	64	60	49
% of total students tested	100	100	100	100	98
Number of students excluded	0	0	0	0	1
% of students excluded	0	0	0	0	2
<b>STATE SCORES</b>					
SCALED SCORES	1310	1320	1310	1320	1330
% At or Above Advanced	27	29	20	18	27
% At or Above Proficient	53	55	56	57	58
% At or Above Basic	77	78	77	80	78
% At or Above Below Basic	100	100	100	100	100